

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	LA
Course ID	D-ENG-030AV2-AVT	Grade Level	9-12
Course Name	Summit Creative Writing- Sem 1	# of Credits	0.5
SCED Code	01104G0.5012	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Creative Writing A is generally offered first semester. Students create original essays, poems, and short stories in this course, which uses two textbooks and focuses on the four-step process writing model. They read professionally written forms of creative writing as models and then integrate their impressions of these works with their personal life experiences as they compose their own writing projects. Students are encouraged to write about topics they find engaging as they practice writing on the following themes: narration, definition, process analysis, cause and effect, and comparison/contrast. After students turn in each assignment, the teacher supplies detailed suggestions for revision. This feedback helps students learn how to improve their self-expression and self-editing skills.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.11-12.1.a	a. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11-12.1.b	b. Resolve issues of complex or contested usage, consulting references (e.g., <i>Merriam-Webster's Dictionary of English Usage</i> , <i>Garner's Modern American Usage</i>) as needed.
L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.11-12.2.a	a. Observe hyphenation conventions.
L.11-12.2.b	b. Spell correctly
L.11-12.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L.11-12.3.a	a. Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grades 11–12 reading and content</i> , choosing flexibly from a range of strategies.
L.11-12.4.a	a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.11-12.4.b	b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).
L.11-12.4.c	c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
L.11-12.4.d	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.11-12.5.a	a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
L.11-12.5.b	b. Analyze nuances in the meaning of words with similar denotations.
L.11-12.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist No. 10</i>).
RI.11-12.6	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently
RL.11-12.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11-12.10	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently

RL.11-12.2	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11-12.3	Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11-12.5	Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
RL.11-12.7	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 11–12 topics, texts, and issues</i> , building on others' ideas and expressing their own clearly and persuasively.
SL.11-12.1.a	a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, wellreasoned exchange of ideas.
SL.11-12.1.b	b. Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.
SL.11-12.1.c	c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11-12.1.d	d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11-12.2	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11-12.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

SL.11-12.4	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
SL.11-12.5	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11-12.6	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)
W.11-12.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11-12.2.a	a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W.11-12.2.b	b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
W.11-12.2.c	c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11-12.2.d	d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11-12.2.e	e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11-12.2.f	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11-12.3.a	a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11-12.3.b	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11-12.3.c	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11-12.3.d	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11-12.3.e	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.11-12.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)
W.11-12.6	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
W.11-12.9.a	a. Apply <i>grades 11–12 Reading standards</i> to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SCOPE AND SEQUENCE

UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Introduction to Creative Writing Ideas and Imagination	RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10	Begin to apply the writing process: generative writing. Explore various types of generative writing. Read and respond to brief works of literature. Apply "showing" through imagery in a written work rather than "telling."
Introduction to Creative Writing The Writing Process, Part 1	RI.11-12.4 RI.11-12.6 RI.11-12.10 RL.11-12.1 RL.11-12.3 RL.11-12.4 RL.11-12.5	Begin to apply the writing process: generative writing, drafting. Read and respond to works of nonfiction/memoir.

	RL.11-12.6 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10	<p>Read and analyze works of literature to examine elements of memoir such as imagery and setting.</p> <p>Apply the concept that narration in creative nonfiction differs from fiction in that it incorporates imaginative retelling of actual events.</p> <p>Analyze generative samples to choose those that may be expanded into sustained creative works.</p> <p>Apply “showing” through imagery in a written work, rather than “telling.”</p>
Introduction to Creative Writing The Writing Process, Part 2	RL.11-12.2 RL.11-12.4 RL.11-12.6 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10	<p>Read, and analyze works of literature to examine narration and point of view.</p> <p>Apply dialogue-writing skills that reveal character details and move a story effectively toward its conclusion.</p> <p>Synthesize your understanding of imagery, setting, narration, and point of view in by drafting a short memoir.</p> <p>Apply the 6 + 1 Traits of Writing® rubric as a guide for all writing.</p> <p>Begin to apply the writing process: drafting, self-review, peer review.</p>
Introduction to Creative Writing The Writing Process, Part 3	L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10	<p>Begin to apply the writing process: revision, editing, and reflecting.</p> <p>Apply elements of tone and theme to revisions of a short memoir piece.</p> <p>Apply elements of diction and revise a short memoir.</p> <p>Synthesize feedback from peer review, evaluate revision options, and apply revisions to a short memoir piece.</p> <p>Begin to apply editing skills using the conventions of language, including correct spelling, punctuation, grammar, and sentence structure.</p> <p>Write reflectively to analyze the writing process.</p> <p>Develop personal writing goals for the course.</p>

<p>Fiction Writing Exploring Fictions</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.4 RL.11-12.5 RL.11-12.6 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply the writing process for creating works of fiction: generative writing.</p> <p>Recognize and read various sub-genres of fiction, including: short stories, literary fiction, detective stories, science fiction, magical realism, and other forms.</p> <p>Analyze uses of fictional elements in literature: characterization, setting, plot, theme, point of view, tone, and style.</p> <p>Apply knowledge of fiction genres by writing your own short, fictional works.</p>
<p>Fiction Writing Elements of Fiction, Part 1</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.3 RL.11-12.5 RL.11-12.6 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply the writing process for creating works of fiction: generative writing, drafting.</p> <p>Analyze uses of fictional elements in literature: characterization, setting, mood and point of view.</p> <p>Apply the use of imagery in short drafts of fiction to "show" detail rather than "tell".</p> <p>Apply elements of setting to short drafts of fiction.</p> <p>Apply elements of point of view to short drafts of fiction.</p> <p>Apply elements of characterization to short drafts of fiction.</p>
<p>Fiction Writing Elements of Fiction, Part 2</p>	<p>RL.11-12.1 RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply the writing process for creating works of fiction: drafting, peer review.</p> <p>Analyze uses of fictional elements in literature: plot, dialogue, theme, tone and style.</p> <p>Apply elements of dialogue to short drafts of fiction.</p> <p>Apply elements of conflict and plot to short drafts of fiction.</p> <p>Apply elements of tone and theme to short drafts of fiction.</p>
<p>Fiction Writing Writing Fiction</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b</p>	<p>Apply the writing process for creating works of fiction: drafting, self-review, revision, and editing.</p>

	<p>L11.-12.6 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Synthesize feedback from peer review, evaluate revision options, and apply revisions to a short fiction piece.</p> <p>Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar and sentence structure.</p> <p>Write reflectively to analyze the writing process.</p> <p>Revisit, expand, and develop personal writing goals for the course.</p>
<p>Poetry Writing Exploring Poetry</p>	<p>RL.11-12.5 RL.11-12.10 W.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a</p>	<p>Apply the writing process for creating works of poetry: generative writing.</p> <p>Analyze uses of poetic elements in literature: imagery and figurative language.</p> <p>Apply elements of imagery to drafts of poetry.</p> <p>Apply elements of figurative language to drafts of poetry.</p> <p>Apply elements of diction to drafts of poetry.</p>
<p>Poetry Writing Elements of Poetry</p>	<p>RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10 W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply the writing process for creating works of poetry: generative writing.</p> <p>Recognize and read various forms of poetry, including: lyric poetry, narrative poetry, free verse, haiku, villanelle, limerick, and ballad.</p> <p>Listen to and read different of poem types.</p> <p>Apply knowledge of poetic forms through writing various types of poems.</p> <p>Analyze uses of poetic elements in literature: imagery, rhetorical and figurative language, tone, theme, and sound.</p> <p>Apply elements of diction to drafts of poetry.</p>
<p>Poetry Writing Styles and Forms of Poetry</p>	<p>RL.11-12.2 RL.11-12.4 RL.11-12.5 RL.11-12.7 RL.11-12.10 W.11-12.3, a-e</p>	<p>Apply the writing process for creating works of poetry: generative writing.</p>

	<p>W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Recognize and read various forms of poetry, including: lyric poetry, narrative poetry, free verse, haiku, limerick, and ballad.</p> <p>Apply knowledge of poetic forms through writing various types of poems.</p> <p>Analyze uses of poetic elements in literature: imagery, rhetorical and figurative language, tone, theme, and sound.</p> <p>Apply elements of diction to drafts of poetry.</p>
<p>Poetry Writing Writing Poetry</p>	<p>RL.11-12.2 RL.11-12.4 RL.11-12.10 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply the writing process for creating works of poetry: drafting, self-review, peer review.</p> <p>Analyze uses of poetic elements in literature: tone and theme.</p> <p>Apply elements of imagery, tone and theme to drafts of poetry.</p>
<p>Poetry Writing Poetry Project</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, A L.11-12.4, a-d L.11-12.5, a-b L11.-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply the writing process for creating works of poetry: revision and editing.</p> <p>Synthesize feedback from peer review, evaluate revision options, and apply revisions to poems in various forms.</p> <p>Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar and sentence structure.</p> <p>Write reflectively to analyze the writing process.</p> <p>Revisit, expand, and develop personal writing goals for the course.</p>
<p>Multimedia Writing Exploring Multimedia</p>	<p>W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>View and respond to examples of multimedia presentations: audio, video, PowerPoint.</p> <p>Analyze examples of multimedia texts to understand style, presentation, and development of projects.</p>

		<p>Apply the writing process for adapting works of memoir, fiction, or poetry to a multimedia presentation: generative writing and drafting.</p> <p>Apply skills that show an awareness of audience and achieve a clear purpose, making use of tone and mood.</p>
<p>Multimedia Writing Creating a Multimedia Presentation</p>	<p>SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply the writing process for adapting works of memoir, fiction, or poetry to a multimedia presentation: drafting, self-review, peer review.</p> <p>Apply knowledge of U.S. copyright laws for literary, dramatic, musical, artistic, and other intellectual works.</p> <p>Select an appropriate multimedia format through which to present your written work:</p> <ul style="list-style-type: none"> • Read the work aloud and make an mp3. • Use PowerPoint or other slideshow program to create a photo slideshow to represent the piece. • Represent the piece in Word, incorporating graphics. <p>Apply found text, images, and/or sound from various sources to create a multimedia draft of their written work.</p> <p>Apply self-review criteria to your multimedia productions and plan revisions.</p> <p>Share a draft of the multimedia presentation with peers with the goal of getting revision feedback.</p>
<p>Multimedia Writing Sharing a Multimedia Presentation</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.2 SL.11-12.3 SL.11-12.4 SL.11-12.5 SL.11-12.6 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5</p>	<p>Apply the writing process for adapting works of memoir, fiction, or poetry to multimedia presentation: peer review, revision, and editing.</p> <p>Evaluate the audience's response and plan revisions to the presentation according to peer feedback.</p> <p>Apply revisions to multimedia project, revising for clarity, purpose, and effect.</p> <p>Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar, and sentence structure.</p>

	<p>W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Present finished presentation on discussion board or blog.</p> <p>Apply reflective writing to examine changes and the reasons for them.</p> <p>Revisit, expand, and develop personal writing goals for the course.</p>
<p>Student Self-Publishing Introduction to Student Publishing</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply the writing process: self-review, peer review, revision, and editing</p> <p>Identify types of publishing, including self-publishing and traditional publishing.</p> <p>Define terminology used in student publishing.</p> <p>Identify and apply steps to student publishing.</p> <p>Identify and apply knowledge of copyright regulations.</p> <p>Apply knowledge of plagiarism, specifically avoiding it.</p> <p>Select a work of memoir, fiction, or poetry for submission to class anthology.</p>
<p>Student Self-Publishing Publishing a Class Anthology</p>	<p>L.11-12.1, a-b L.11-12.2, a-b L.11-12.3, a L.11-12.4, a-d L.11-12.5, a-b L.11-12.6 SL.11-12.1, a-d SL.11-12.3 SL.11-12.4 W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Synthesize feedback from peer review, evaluate revision options, and apply revisions.</p> <p>Apply editing skills using the conventions of language, including correct spelling, punctuation, grammar, and sentence structure.</p> <p>Write a brief author's biography to accompany anthology piece.</p> <p>Post a finished piece of writing to the class anthology.</p> <p>Read and respond to other students' selections in a class anthology.</p>
<p>Student Self-Publishing Analyzing Personal Style and Growth</p>	<p>W.11-12.2, a-f W.11-12.3, a-e W.11-12.4 W.11-12.5 W.11-12.6 W.11-12.9, a W.11-12.10</p>	<p>Apply a general-purpose rubric such as the 6 + 1 Traits® of Writing as a guide for all writing.</p> <p>Analyze personal writing style.</p> <p>Evaluate growth as a writer.</p>

		Develop future writing goals.
--	--	-------------------------------